

Why Technology Works in Some Schools But Not in Others (Guidelines for Technology Leaders and School Administrators)

Presentation at U.S. Dept. of Education Secretary's Conference 2000

Data accumulated over eight years of research across the country.

Data presented by Bernajean Porter

http://www.ed.gov/Technology/techconf/2000/porter_present.pdf

<http://www.edtechplanners.com>

8% Trailblazers (Innovators)

- Signposts: Trailblazers push the envelope in multiple areas (tradition, school policy, etc.).
Trailblazers usually generate their own budget source.
Trailblazers engender some jealousy among colleagues.
- Test Scores: Do not change.
- Administrators: Exercise patience and be supportive.
Be open to the trailblazer's unique paradigm.

17% Pioneers (Early Adopters)

- Signposts: Pioneers consume extensive budget resources.
Pioneers need some technical support.
- Test Scores: Do not change.
- Administrators: Prepare and support broad budget needs.

School systems tolerate 25-30% novelty, then the system tries to kill IT off.

29% Settlers (Early Leaders)

- Signposts: Even more-extensive budget resources consumed
Settlers need extensive technical support and some staff development
- Test Scores: Increase slightly but cannot be directly attributed to IT
- Administrators: Provide needed technical support.
Support burgeoning budget needs.

29% Stay-at-Homers (Late Leaders)

- Signposts: Continued budget resources needed for hardware
Extensive instructional support needed
System change
- Test Scores: Increase dramatically and can be directly correlated to use of IT
- Administrators: Continue to support budget needs.
Continue to support technical needs.
Provide extensive staff development and instructional resources.

17% Saboteurs (Nay Sayers / Resisters)

~~~~~

### Administrators:

At all levels of technology integration, strategic planning is the key. Five years ago, technology plans were hardware purchase lists. Five years ago, technology-planning committees were the innovators or early adopters who worked separately from curriculum committees. Today, hardware needs are only a minor part of your strategic plan. Today, technology-planning committees should consist of curriculum planners and master teachers who also know how to use technology.